

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: CRJU 217
Course Title: Ethics in Criminal Justice

Year: 2024-2025
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course is an examination of ethical considerations facing criminal justice practitioners. Topics include defining moral behavior; developing moral and ethical behavior; exploring ethics within law enforcement systems; ethics and the courts; ethics and corrections; the ethics of punishment; policy implications; professionalism; and the role of pride for practitioners. CRJU 217 fulfills the SUNY GEN ED Humanities requirement. Prerequisites: Prior completion or concurrent enrollment in CRJU 105 or SOCI 101, and prior completion or concurrent enrollment in ENGL 101; prior completion or concurrent enrollment in MATH 090 and RDNG 116 if required by placement testing. Cr. 3 (3 Lec.) Fall semester.

Course Context/Audience

This course is an elective for students Criminal Justice degree and certificate programs. It may be taken as an unrestricted elective for students in other degree programs and is valuable for those interested in criminal justice or related careers. In all cases, students should consult with their academic advisors concerning how the course might be applicable within their programs and degree requirements. The course will be offered in the fall semester within the traditional classroom format.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.
Math: M1 Taking MATH 090 (if needed) - Course requires limited use of basic mathematical skills.
Reading: R3 Course may be taken concurrently with RDNG 116

Course Goals

Upon successful completion of this course, students will be able to:

- Define and describe ethics;

- Discuss how criminal justice practice can be understood through the lens of various ethical systems;
- Explain the ways that officer actions are reviewed;
- Discuss bias, corruption, and brutality within an ethical context;
- Analyze drug & sex-related corruption, police deception, and domestic violence;
- Explain the issues of personal and organizational liability.
- Analyze ethical scenarios related to the corruption within criminal justice;
- Explore various responses to unethical behavior and corruption.

Course Objectives/Topics

Objective/Topic	# of Class Hours OR % Course
The student will gain basic knowledge of ethics and the importance of ethical behavior for the criminal justice practitioner.	60%
The student will be able to gather, organize, interpret and synthesize information and research from various sources.	20%
The student will be able to combine formal knowledge with individual experience to reach informed opinions, make decisions, and solve problems as they related to ethics in the field of criminal justice.	20%

General Education Goals - Critical Thinking & Social/Global Awareness

A course may be designed to help students develop their critical thinking and social/global awareness. In the table below, describe how this course addresses these goals/learning outcomes. If the goal is not covered, please enter "Not Addressed".

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students will be provided with ethical problems and scenarios to analyze and solve within the context of criminal justice practice and administration. Instructors will support this development through leading of lectures, facilitation of group discussion, incorporation of films, and appropriate assessment tools.</p> <p>Students will engage individual and group projects that will call upon them to engage library and internet research databases in the completion of these projects. Instructors will model the appropriate use of research and incorporate the use of related audiovisual content that models its use within academic endeavors.</p> <p>Students will collect and organize research from peer reviewed academic journals and preferred research databases. They will be called upon to analyze the issue of ethics within criminal justice through a variety of approaches and solutions. Instructor will facilitate group discussions and lead class activities that seek to connect criminal justice ethics to existing knowledge.</p> <p>Students will work collaboratively to analyze criminal justice problems and potential solutions through the lens of ethical systems. Instructor will lead student exploration of cultural impact upon ethical systems in support of student learning about other people groups.</p>

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Students will analyze the issue of crime, justice and ethics seeking a greater perspective on the active role of ethics within role of criminal justice practitioner. Instructor will facilitate the exploration of cultural differences and danger of ethnocentric limitations upon ethical dilemmas through related assignments and other course activities.</p> <p>Students will analyze the ways in which ethical transgressions affect relationships with the public; impact upon federal, state, and local budgets; and influence criminality. Instructor will facilitate discussion and implement related assignments that explore relationship between ethics and community</p>

Instructional Methods

Appropriate methods are lecture, group discussion, class activities, and individual assignments; active student participation is required. Instructor will incorporate appropriate audiovisual tools (PowerPoint slides, web pages, YouTube videos, etc.) in support of lectures.

Methods of Assessment/Evaluation

Method	% Course Grade
Required: Exams/quizzes. These may include objective questions but should also include essay responses. Written take home quizzes may be used as an alternative.	30-70%
Required: The student must complete a written research assignment. A minimum of a five-page assignment or its equivalent must be used. The assignment must include a minimum of five sources, one of which must be a research or academic journal. The assignment must require a bibliography. The American Psychological Association (APA) style should be required.	20-50%
Required: Attendance and class participation. Periodic class assignments or homework must be given. These should involve critical thinking exercises or contemporary problems in criminal justice ethics: individual and group assignments should be utilized. Instructor has the discretion in designing these assignments.	10-20%
Optional: Presentations - individual or group presentations may be used. These may involve oral and written components and may be graded as individual or group projects.	10-40%

Text(s)

Pollock, J. M. (2012). *Ethical dilemmas and decisions in criminal justice* (7th ed.). Belmont, CA: Cengage Wadsworth.

Bibliography

Banks, C. (2012). Criminal justice ethics (3rd ed.). Los Angeles: Sage.

Cole, D. (2000). No equal justice: Race and class in American criminal justice system. New York: the New Press.

Klockars, C. B., Ivkovic, S. K., & Haberfeld, M. R. (2003).

The contours of police integrity. Los Angeles: Sage.

Leighton, P. & Reiman, J. (2000).

Criminal justice ethics. Upper Saddle River, NJ: Prentice Hall.

Sandel, M. J. (2009). Justice: What's the right thing to do? New York: Farrar, Straus and Giroux.

Other Learning Resources

Audiovisual - none specified

Electronic -

- *Illinois Institute of Technology Center for the Study of Ethics in the Professions*: <http://ethics.iit.edu>
- *Ethics Resource Center*: <http://www.ethics.org>
- *National Institute of Ethics*: <http://www.ethicsinstitute.com>
- *Carnegie Mellon University Online Guide to Ethics and Moral Philosophy*: <http://caae.phil.cmu.edu/Cavalier/80130/>
- *Dr. Paul Leighton's Justice Page - Criminal Justice Ethics*: <http://paulsjusticepage.com/cjethics.htm>

Other - none specified

Library Review

Print Collection Resources

The print (and e-book) collection is not adequate to support student research. There is quite a broad array of issues that could be characterized as ethics of criminal justice. I have begun searching for titles to add, and would greatly welcome course developer input on which book purchases make the most sense.

Databases and Periodicals Resources

In addition to the usual multi-disciplinary research databases, Academic Search and ScienceDirect, students may be interested in:

[Criminal Justice Collection](#)

[Social Sciences Full Text](#)

A sample search on the broad topic of "criminal justice AND ethics" turned up primarily scholarly articles on whistleblowing, the importance of probable cause, the role of race in the courts, plea bargaining, and the role of the media in the criminal justice system, just to give a few examples.

Depending on individual student focus, our three psychology databases may be of interest:

[Psychology Collection](#)

[PsycARTICLES](#)

[Psychology and Behavioral Sciences Collection](#)

We also have a good selection of newspaper databases that might be helpful should teachers want to include a current events component.

There is some variation in search terms from one database to another. Librarians are always available to help with the navigation.

Media Resources:

We have no relevant films in the collection. Some of the online films in Films on Demand may be of interest, again depending on the student's research project. So far I haven't identified many films available out there that are specifically relevant. Suggestions from the developers are welcome.

LibGuide for Course:

Librarians will provide an online guide for the course at the developers' or teacher's request. This can include links to live catalog and database searches. Live searches can also be embedded in Angel. (The advantage to the live search is that it automatically updates when material is added to a catalog or database, unlike a bibliography. Live search links can be as specific or general as desired.)

Consultation about Assignments:

Librarians are always available to consult with the developers and/or teachers regarding the research component of assignments, at their request.

Instructional/Research Support

At the 200 level, students should be familiar with database searching strategies. I would welcome the opportunity to do more advanced work with them, either individually or in a group. Librarians and writing tutors can help students with efficient use of Google, evaluation of web sources, developing a good research question, and getting background information on an unfamiliar topic. We can also introduce them to zetero, a web-based application for managing print and online resources, similar to EndNote.

Librarian's Signature and Date:

Barbara E. Kobritz March 20, 2013